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ABSTRACT

The evaluation team of the Lincoln Public Schools (Nebraska) used the multi-attribution utility technology (MAUT) approach to prioritize potential evaluation projects. The priorities were used to allocate resources to the district's most important projects, and to eliminate or scale down less important projects. The problem was caused initially when the number of projects to be evaluated doubled, while the evaluation staff decreased by one-fourth. The MAUT procedure included six steps: (1) compiling a list of potential projects; (2) identifying stakeholders, starting with the evaluators; (3) identifying and categorizing the attributes of evaluation team projects--educational significance, project breadth, potential impact of the evaluation, political impact of the project on the district, project feasibility, and degree of match between project requirements and evaluators' mission; (4) assigning weights to the attributes; (5) assigning locating points to each attribute for each project; and (6) aggregating the location scores to determine the composite priority score for each project. The procedure was used to prioritize 55 project evaluations. Although the results were satisfactory, the procedures were fairly complex. Suggestions for continuing use of the procedure include the involvement of a wider group of stakeholders. (GDC)

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A SYSTEMATIC PROCEDURE FOR SETTING EVALUATION TEAM PRIORITIES

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Educational Service Unit No. 18
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TM 860 209

A SYSTEMATIC PROCEDURE FOR SETTING EVALUATION TEAM PRIORITIES

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A SYSTEMATIC PROCEDURE FOR SETTING EVALUATION TEAM PRIORITIES

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During the past several years the public schools have experienced increased budgetary and financial pressures. These pressures have resulted in cutbacks in seemingly essential services. Ironically, these budgetary pressures have resulted in cutbacks in evaluation services at just the time when services are most needed. This paper describes the effort of one evaluation unit to resolve the paradox of a rapidly expanding workload and reduced resources. The approach involved use of multi-attribution utility technology (MAUT) to prioritize potential evaluation projects. The priorities were then used to allocate resources to the projects most important to the district and to either eliminate or scale down less important projects.

The initial problem was caused by unusually heavy requests for evaluation unit services at the beginning of the 1983-84 school year. The list of initial requests (as of September 1), which for three previous years had ranged from 25 to 30 projects, contained 55 potential projects for the 1983-84 school year. This initial list matched or exceeded typical end of year workloads.

The problem of increased workload was compounded by the sudden resignation of one of the four evaluators on the staff. The resignation was effective in October, 1983. The replacement did not join the unit until April, 1984. Therefore the evaluation unit lost one-fourth of its capability for half of the school year. Finally the problem reached critical stages when one of the remaining three evaluators was given a half-time temporary additional assignment in the instruction division.

A number of shortcuts had to be taken to compensate for these personnel shortages. The shortcuts included use of private contractors, cutbacks in the scope of projects, reduction of time allocated to staff development activities and other internal functions, postponing projects that were not time sensitive, and replacing evaluation reports with shorter, context dependent memorandum of records. However, the shortcuts were ways of reducing the impact of the problem; they did not solve it. Since hiring additional evaluators was not feasible, the only real solution involved the careful prioritization of projects and the elimination of low priority projects. At the direction of the Superintendent of Schools and in cooperation with the Associate Superintendent, the Director of Evaluation developed a procedure for prioritizing evaluation projects.

THE PROCEDURE

The procedure developed included six steps; (1) compiling a list of potential projects, (2) identifying stakeholders, (3) identifying the attributes of evaluation team projects and organizing these attributes into a hierachical structure, (4) weighting the attributes, (5) assigning location measures to each attribute, and (6) aggregating the location measures to compute a composite priority for each attribute.

The first step, compiling the list of potential projects was done in exactly the same way that initial lists have been compiled in the past. The Director of Evaluators analyzed the final list of 1982-83 projects to identify carryover and continuing projects. He then interviewed members of the superintendent's cabinet to determine their plans and identify their priorities for 1983-84. An initial list of projects was compiled based on information about current projects and the results of the interviews.

The initial list of projects for the 1983-84 school year included 55 projects which represented an 80 percent increase when compared to the initial list of projects for 1982-83 and a 100 percent increase compared to 1981-82. There were 27 projects on the initial list for 1981-82 and 30 on the initial list for 1982-83. Projects are added to the initial list throughout the year. Approximately 25 to 30 projects are added each year. Five to ten projects are typically deleted so that the final workload typically consists of from 50 to 55 projects. The final workload consisted of 51 projects for the 1982-83 school year and 54 projects for the 1981-82 school year. The length of the initial list for 1983-84 made it impossible to add a project without dropping one or more projects already on the list.

All 55 of the projects were included in the prioritization. However, some of the projects on the list were mandated by state or federal regulations. Others were carryover projects that represented a continuation of work begun during 1982-83. Therefore, regardless of priority, some projects either have to be, or are much more likely to be, undertaken. The distinction between status of projects (new, carryover, continuing) is addressed during the discussion of results. The initial list of projects is presented in Appendix A.

The second step was identifying the stakeholders in the prioritization of evaluation team services. In the Lincoln Public Schools the traditional stakeholders were members of the superintendent's cabinet, program administrators and evaluators. However, because of time constraints and problems in defining projects and potential attributes of projects, only evaluators were involved in the first replication of the priority setting process. A more comprehensive and defensible list of stakeholders would include cabinet members, program administrators, representatives of principals and possibly the board of education.

The third step in the process was identifying and defining the attributes of evaluation team projects and organizing the attributes into a hierarchial structure. The decision to limit the stakeholders to evaluators simplified step 3. A group process was used to reach agreement on the list of attributes. The initial list of attributes was based on the Joint Committee Standards for Educational Evaluation. The list contained thirty attributes and proved to be too cumbersome. The second attempt to identify and organize attributes resulted in a set of nine attributes. The value tree contained three main branches; (1) impact, (2) feasibility, and (3) mission. The third and fourth lists represented simplifications of the second. The final list had only six attributes. The six attributes were; (1) educational significance of the project, (2) breadth of the project, (3) potential impact of the evaluation activity on the project, (4) political impact of the project on the district (district dynamics), (5) feasibility of the project, and (6) degree of match between project requirements and formal evaluation team mission.

The fourth step involved assigning weights to the attributes. A great deal of time and energy was spent on the weighting scheme. A large number of weighting schemes were discussed and a small number pilot tested. However, the weighting scheme finally accepted involved weighting each attribute equally, which in essence, is not weighting the attributes. Therefore, feasibility and mission were each weighted 1/6 and the four dimensions of impact (educational significance, breadth of the project, evaluation team impact, and political impact) were each weighted 1/6. Consequently, impact received an overall weighted value of 2/3. The value tree used in the analysis including weights is presented in Figure 1. An alternative to this value tree is discussed later.

The fifth step was assigning location measures (points) to each attribute for each project. Seven step rating scales were used. Each step had a specific number of points assigned, either 0, 20, 35, 50, 65, 80, or 100 for five of the six scales or 10, 15, 40, 65, 80, 90, or 100 for the scale used to assign points to breadth of the project. Each evaluator independently rated an attribute for all projects before preceding to the next attribute. The evaluators then met as a group to compare ratings and assign a concensus attribute rating for each project. In most cases the individual ratings were very similar. When they were not, the project was discussed and then re-rated. All projects were assigned ratings for one attribute before moving to the next attribute. The rating process is summarized by attribute below.

(A) Ratings of educational significance were based on the evaluators estimate of the overall significance of the host activity (the project being evaluated, the program being supported, etc.) for the district. If the host program was judged to be highly significant, it was assigned a large number of points. Projects judged to be less significant were assigned a smaller number of points. An example of a project assigned a low significance rating was a proposed survey to determine parent preference for the date of the district graduation ceremony. Development of a district reading feedback system, a districtwide elementary needs assessment and a K-12 district math study are examples of projects judged to be highly significant. Those projects were assigned the maximum number of points for educational significance.

(B) The second attribute was breadth of impact of the program. One hundred points were awarded if the program was judged to be significant for or have the potential to impact the entire district. If the project was judged to have the potential to impact one or more divisons or levels (elementary, junior high, or senior high) but not the entire district, it was assigned a slightly smaller number of points. Conversely, if the program was perceived as impacting only a few individuals within a single school and the results of the evaluation activity were not judged to be generalizable, the project was assigned 10 points.

(C) The third attribute was evaluation team impact. The points assigned depended on the evaluators estimate of the potential impact of the evaluation activity on the district program or project. A seven point scale was used. If the evaluation activity (evaluation team project) was judged to have the potential to have a large impact on the district program it was assigned a large number of points. However, if all the major decisions had already been made or if the evaluation activity had little chance to help shape the district program, the project was given a small number of points. The district guidance study is an example of a project on which the evaluation unit could have a significant impact. At the time of the rating the project was in its formative stages, therefore the guidance study was given a high rating on the evaluation team impact scale. The evaluation of the Indian Education program is an example of a project on which the evaluation team was expected to have little impact. Federal regulations, funding constraints and internal politics severely restrict administrative freedom. The evaluators agreed that there was little opportunity to meaningfully impact this district program, therefore it was given a low rating on the evaluation team impact scale.

(D) The fourth attribute was the political importance of the project (potential political impact). Examples of projects receiving high political ratings were the proposed evaluation of the gifted magnet school, politically a very sensitive issue; the elementary needs assessment and evaluation of district progress towards equity. The needs assessment was politically important because the results were to be presented to the Board of Education and disseminated to the public at large, as well as being used to plan internal curriculum changes. Examples of projects with low political ratings were the evaluation of Chapter 1 summer activity packets and the district physical fitness assessment.

(E) The fifth attribute, feasibility, was defined in terms of the probability of successfully completing the project. Successful completion was defined in terms of successfully providing the information begin requested within the time, staff and technical constraints. The higher the probability of successfully completing the project the more points assigned to the project. The probability of successfully completing the project dropped as uncertainties about purpose of the study, the questions being asked, the procedures to be followed, etc. were introduced. Continuing projects tended to be rated higher than new projects on feasibility because the procedures had already been worked out. The evaluation of the magnet school concept for the gifted and study of the teacher use of test results are examples of projects given low feasibility values.

(F) The sixth and final attribute was mission. A project was assigned a large number of points if the project was consistent with the evaluation team mission, if it involved skills unique to evaluators, or if the project was primarily under the control of the evaluation team. A summative evaluation of Chapter 1 is an example of such a project that is consistent with the team's mission. Projects that are not consistent with the team's mission statement or that involve skills that are not particularly unique to evaluators, were assigned a lower number of points. Teacher surveys and curriculum studies that involve no data collection or special analyses are examples of projects assigned few points. The points were defined in terms of the primary focus of the project. Evaluation and research projects were placed at the top of the scale. Test assessment activities conducted independently of evaluation or research activities, and surveys not part of a more complex project fell in the middle of the scale. Projects that involved providing information either from reviews of past research or from computer data bases, and consultating projects were placed at the bottom of the scale.

The sixth step involved aggregation of the location scores to determine the composite priority scores for each project. The formula used was:

$$P_j = \Sigma W_i L_{ij}$$

where Pj is the composite priority score for the jth program; Wi is the weight assigned to the ith attribute, and Lij is the point total assigned to jth project on the ith attribute. However, since all the attributes were weighted equallly, (see above discussion) the formula for Pj becomes

$$P_j = \Sigma L_{ij}$$

The composite priority scores were placed into a planning data base that included estimated number of hours needed to complete the project, timelines, district contact, type of project and status of project.

Status was a particularly important planning variable. Projects were classified as either a new, carryover or continuing project. A new project is one with no previous history. A carryover project is one begun the previous year but not completed, therefore work on the project is "carried over" to the next school year. A continuing project is one that is renewed each year. The annual requirement for a Chapter 1 evaluation is an example of a continuing project.

From a planning point of view it is apparent that it is more difficult to cancel continuing or carryover projects than new projects. A commitment has already been made to "carryover" and "continuing" projects and resources have been dedicated to those projects. New projects, however, are vulnerable to cancellation, postponement or cutbacks. Consequently, "new" projects will receive more emphasis in the discussion of results.

RESULTS

Composite priority scores were calculated for the fifty-five potential evaluation team projects. The theoretical range of composite priority scores was 60 to 600. The actual composite priority scores ranged from 115 to 495. The median priority score was 330. The fifty-five projects included 27 new projects, 12 continuing projects and 16 carryover projects. The composite priority scores for new projects ranged from 135 to 495. The median composite project priority score for new projects was 290. Composite priority scores for continuing projects ranged from 145 to 450. THe median was 363. The composite priority scores for carryover projects ranged from 165 to 480. The median was 343.

Six projects had composite priority scores lower than 200. The six included four new projects. Two of the four were cancelled and a third was not allocated any evaluator time. The fourth project was a federally funded evaluation that was required. Nine additional projects had priority scores that ranged from 200 to 250. The nine included six new projects, two continuing projects and one carryover project. Only two of the new projects and the two continuing projects became part of the evaluation team workload for 1983-84.

At the other end of the scale, twelve projects had composite priority scores of 400 or higher. The twelve included nine new projects, two continuing projects and five carryover projects. Seven of the nine new projects and all the continuing and carryover projects became part of the evaluation team workload. The two new projects that did not become part of the workload were an educational issues survey, the highest ranked project, and the evaluation of a federally funded program. Much of the work on the federal project, an evaluation of the use of computerized IEPs in Chapter 1, was incorporated into another federally funded evaluation project. The educational issues survey was particularly vulnerable because of a lack of administrative sponsorship.

The results presented above indicate that projects with highest priority scores were more likely to get done than were projects with lower priority scores. The reason was that the priority scores were used to allocate evaluation team resources, particularly for "new" projects. The decisions about which projects were undertaken and which were not was also effected by the resignation of one evaluator and the part-time special assignment of a second evaluator. These staffing changes were discussed earlier.

The results of the prioritization were apparently acceptable to Superintendent, the Associate Superintendent of Instruction and the Assistant to the Superintendent for Management Services because no further changes were required. Monthly management reports were produced throughout the school year. The reports charted the progress of the evaluation team on all projects. Variables included on the report were (1) Project Number (the evaluation team project identification number), (2) Project Title, (3) District Contact (the administrator in the district most knowledgeable about the project), (4) the primary evaluator, (5) the estimated number of professional evaluator hours required to complete the project, (6) the actual number of professional evaluator hours spent on the project as of the end of the preceeding month, (7) percent of the estimated number of hours used (item 6 divided by item 5, expresssed as a percent), (8) the number of support (non-professional evaluation team staff) hours spent on the project, and (9) current status, i.e., active, completed, pending or on hold.

No major changes in the evaluation team workload were introduced during the year. Several projects were added necessitating compensatory changes in the planned workload. However, fewer projects were added and the workload changed less in 1983-84 than in previous years.

PRIORITIZATION OF PROJECTS FOR 1984-85

Although the prioritization procedures worked well and achieved the desired results, (it provided a useful index of project importance that was accepted by district adminstrators), it was not replicated for 1984-85. The reasons for not using the system can be described as both political and procedural. The political reasons involved the publication of a district set of priorities. The district list included eight activities. The evaluation team workload for 1984-85 was determined by balancing these priorities with federal and state requirements, and obligations made prior to the beginning of 1984-85 school year. A second political consideration was district staffing problems (specifically lack of funds for additional staff). These problems resulted in special assignments for evaluators which lead to a management decision to keep the initial list of projects as small as possible.

The decision to reduce the number of projects on the initial list was influenced by the fact that the number of projects on the initial list almost doubled between the 1982-83 and 1983-84 school years. The initial list for 1983-84 represented a full load for the entire year. Therefore, everytime a project was added one or more projects had to be dropped, postponed or cutback. Such changes resulted in further political problems. To keep the size of the initial list of projects workable, no cabinet level interviews were conducted for the first time in ten years. Even without a formal project identification process, unsolicited administrator requests resulted in a initial list of 37 potential evaluation team projects by the first of August, three to four weeks earlier than the initial list had been compiled in prior years.

The procedural reasons for not using the system included the time required to implement the procedures. Evaluation Team consensus was that the Superintendents Cabinet should be involved in the prioritization process. However, such involvement would necessitate training on the procedures, including the attribute rating process, and the careful description of each project on the list to be rated. The rating process also requires an understanding of evaluation team mission activities, successes, problems and an understanding of team commitments from the previous year. It was also consensus that a poor, not carefully thought out set of prioritization would be devastating. The trend over the past three or four years had been to spend less cabinet time on evaluation. The cabinet is currently not even reviewing the monthly evaluation progress sheets. It is clear that the time that would be required from top administrators is simply not available. The trend in part must be attributed to pre-occupation with other district governance problems. These problems resulted in the resignation of the Superintendent in October, 1984.

IMPLICATIONS OF THE USE OF MAUT

Although the prioritization procedures discussed wasn't used last year, we anticipate either replicating the 1983-84 analyses or using an alternative prioritization procedures in the future. However, several factors need to be considered in future applications.

First of all, any prioritization of evaluation team projects must be consistent with district priorities. During periods of unstability, district priorities may not be clear. During periods of transition, priorities can be expected to change. Consequently, implementation of MAUT procedures or any other prioritization procedure is easier and more meaningful in a stable environment.

A second, related point, involves the identification of stakeholders. The stakeholders should include people who make decisions about the allocation of resources in the district and are responsible for use of the resources. The stakeholders should be the individuals with overall responsibility for the district. Individuals responsible for specific programs should be excluded from the list of stakeholders. Stakeholders are defined by organization patterns and goals; when organization patterns change then the list of stakeholders changes. In Lincoln, the stakeholders have traditionally been defined as the superintendent and the superintendent's cabinet which includes from eight to ten members. In other districts the list of stakeholders might include the board of education, and/or the area superintendents. The superintendent hired in 1982 de-emphasized the role of cabinet. He worked individually with top aides and with a smaller, executive cabinet made up of only the associate superintendents, the assistant superintendent and his personal assistants. Consequently, the other members of cabinet become more specialized advocates of their own areas of responsibility and less involved in determining the direction of the district. As we once again change superintendents the organization pattern will again be reviewed and possibly changed. The point remains that the individuals involved in the prioritization should be those with overall responsibility for the district.

A third implication involves the complexity of the procedures. Success in implementing the system is inversely related to complexity. Based on alternative analyses it appears that you get better results with an easy to understand, simple system than with a more comprehensive, theoretically satisfying but complex system.

The complexity of the system depends upon how attributes are defined, the rules for assigning location measures, the detail of the description of projects and clarity regarding the role of the evaluation unit. For example, the value tree initially considered included thirty attributes organized around utility, feasibility, priority and accuracy (quality of information). The second value tree considered had nine attributes, the third eight and the fourth, six. It was the fourth value tree which is presented in Figure 1, and was used in the actual analyses. Each iteration resulted in a less complex, more manageable value tree. A fifth value tree was developed after the analysis was completed. The fifth tree will be used as the starting point in future work. It includes five attributes: (1) potential impact of the evaluation team on the district program, (2) breadth of the impact, (3) scope of the project measured in terms of the estimated number of evaluators hours required to complete the assignment, (4) technical difficulty/probability of successfully completing the project (feasibility), and (5) consistency of the project with evaluation units unique mission. The fifth value tree is presented in Figure 2.

The more detail and complex the list of attributes the fewer individuals that can provide meaningful location measures. Since it is important to involve top administrators it is necessary to keep the location measure at an appropriate level of generality. For the value tree presented in Figure 2, cabinet or some other representative group would provide location measures for impact measures (weighted 0.5), the superintendent with concurrence of the Board of Education would provice the mission statement for the evaluation unit that would be used as criteria for assigning location measures for mission (weighted 0.2). Evaluators would be responsible for providing location measures for the feasibility measures (weighted 0.3). A historical data base would be used to assess the accuracy of the previous years(s) measures. Therefore, it would be possible to make adjustments on future projections (i.e., scope, difficulty, ex-postfacto ratings of impact, etc.)

The reliable assignment of location measures depends on careful specification of the decision rules for assigning location measures or points. In order to maintain the pre-specified weighting, it is necessary to use a common scale for all attributes, i.e., 10 to 100 points. The rationale for assigning points of the scale needs to be defined. The rationale can vary from attribute to attribute.

A certain amount of additional work must be done before the projects can be prioritized. The district activity which each of the evaluation team projects is to support needs to be conceptualized in enough detail so that the stakeholders can judge the significance of the potential impact of the activity and the breadth of that impact. The activity also needs to be well enough defined so that the evaluation units support of the activity can also be conceptualized. This means that, as a minimum, the goals, scope and limitations of the activity be defined. Evaluation projects can then be conceptualized and on the basis of the concept plan, the hours necessary to complete the project estimated and judgements made about the probability of successfully completing the project.

CONCLUSION

MAUT provided a useful set of procedures for establishing evaluation team priorities for the 1983-84 school year. The procedures resulted in a set of priority scores that: (1) satisfied the administrators who commissioned the prioritization, and (2) proved useful in the allocation of evaluation team resources throughout the year.

The procedures were unfortunately, fairly complex. Complexity was not a problem during the initial development and implementation of the system because evaluators did the ratings. However, evaluators are not in the best position to establish district priorities for the evaluation unit. They should be more concerned with internal evaluation team priorities. Consequently, it seems more appropriate to, in the future, involve high level administrators in the process. The administrators should be in a better position to translate district priorities into evaluation team priorities.

Involving top administrators in the process is not without difficulties. Ideally, high level adminstrators should be involved in the identification of attributes, in the organization of attributes into a value tree and in developing of decision rules to assign location measures. It is very unlikely that these administrators would be willing to spend the time and/or energy necessary to satisfactorily implement the procedure. A second problem is the specification of all potential evaluation unit projects. If the prioritization is going to be done by administrators then they must understand the district activity to be supported and expectations for the evaluation unit. Many of the district activities currently supported are being adminstered at a much lower level (school, subgroup, etc.) than top echelon administrators are used to. Like the first problem, this problem is not unsolvable but does involve the expenditures of time and energy that some administrators may not be willing to make. A third consideration is use of the results. The priorities are based on current circumstances. As the circumstances change then the priorities can be expected to change. The results of the system should not be used inflexibility to assign resources or cancel potential projects.

In spite of these considerations, the fact remains that the procedure provided the desired infomation and that the need to prioritize evaluation team projects persists (requests for evaluation team services exceed the ability of the team to provide the service). Therefore, the district still needs a rationale for allocation of evaluation team resources. Furthermore, the problem of resource allocations is not limited to the evaluation team. The procedures could be generalizable to a large number of settings. A modification of the procedure is currently being used to allocate program improvement plan funds to individual buildings.

A final word of caution, based on the Lincoln experience, the procedure works best in a stable environment. During periods of transition it is difficult to identify the most knowledgeable stakeholders. The overall district priorities become less clear, and lines of authority for implementing changes become blurred. A well specified, formal set of priorities may not be an asset during such periods. However, the MAUT procedure may have implications establishing direction at the end of a transition period. Only time will tell.

FIGURE 1
Value Tree and Weighting Used during 1983-84 Prioritization

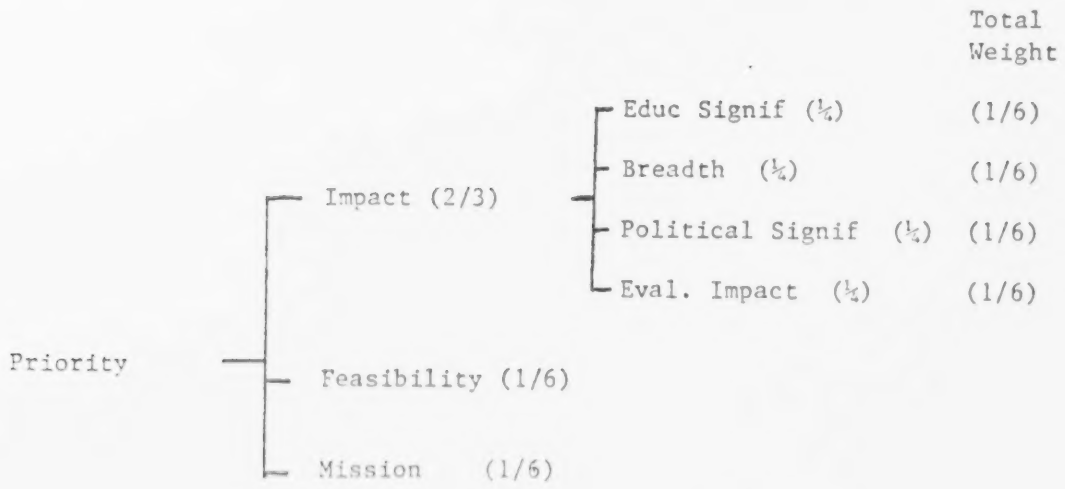
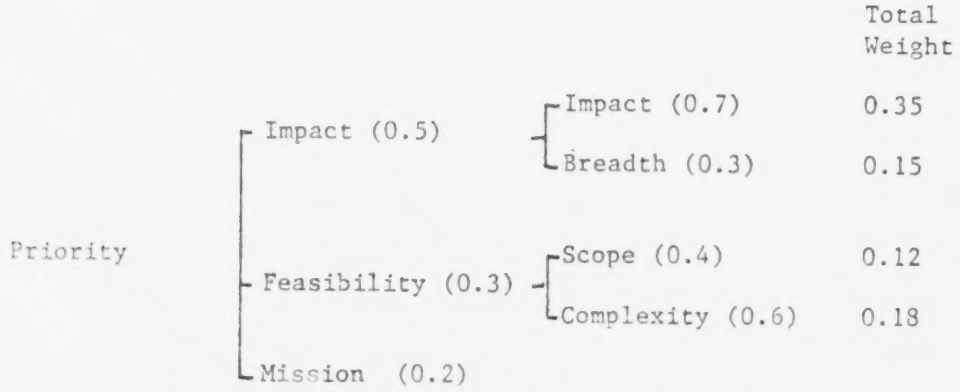


FIGURE 2
Suggested Value Tree and Weighting for Future Analyses



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APPENDIX A
List of Projects

OBS	PROJNUM	PROJNAME	PRIORITY	HOURS	STATUS
1	260	FALL EDUCATIONAL ISSUES SURVEY	495	40	NEW
2	512	READING FEEDBACK SYSTEM	490	150	NEW
3	502	EVAL INSTRUCTIONAL DIVISION	480	250	NEW
4	544	SPELLING PROGRESS STUDY	450	125	NEW
5	317	CHAPTER I EVAL COMPUTERIZED IEPS	420	120	NEW
6	542	SPELLING IMPLEMENTATION STUDY	375	125	NEW
7	590	GIFTED PROGRAM GENERAL SUPPORT	375	150	NEW
8	258	GRADUATION ISSUES SURVEY	350	40	NEW
9	591	GIFTED EVAL MAGNET SCHOOL CONCEPT	350	75	NEW
10	314	CHAPTER SUSTAINING EFFECTS	345	120	NEW
11	541	STUDY CAT AND LPS SPELLING SCORES	335	50	NEW
12	594	GIFTED TESTING OUT COMMITTEE	315	25	NEW
13	412	DISTRICT SPEECH LANGUAGE STUDY	305	100	NEW
14	593	GIFTED PILOT OF NEW CURRICULUM	290	50	NEW
15	415	VOCATIONAL NEEDS ASSESSMENT	285	50	NEW
16	583	HUMAN BEHAVIOR SURVEY	275	70	NEW
17	595	GIFTED STAFFING COMMITTEE	250	25	NEW
18	543	COMPUTERIZED TARGET SPELLING	240	50	NEW
19	242	ASSESSMENT ENGLISH PROG EAST HIGH	230	150	NEW
20	333/	HEAD START EVAL OF CURR PROJECT	215	150	NEW
21	545	PILOT USE OF SPELLING AUDIO TAPES	215	50	NEW
22	532	EVAL CITY-WIDE CHORAL PROGRAM	210	50	NEW
23	411	PILOT CURRIC FOR MOD RETARDED	205	100	NEW
24	318/	CHAPTER I EVAL SUMMER ACT PACKETS	180	30	NEW
25	243	TIME USE STUDY SVN COUNSELORS	170	50	NEW
26	533	SUPPORT OF MUSIC GRANT	135	15	NEW
27	233	EVAL BASIC STUDIES GOODRICH	115	50	NEW
29	721	DISTRICT TESTING GENERAL SUPPORT	450	20	CON
29	313	CHAPTER I NEEDS ASSESSMENT	415	40	CON
30	253	ENROLLMENT PROJECTIONS	395	40	CON
31	257	DISTRICT MOBILITY REPORT	385	20	CON
32	522	DISTRICT HEALTH WAIVER	385	35	CON
33	521	DISTRICT HEALTH ASSESSMENT	370	150	CON
34	315	CHAPTER I BLDG LEVEL SUPPORT	355	40	CON
35	316	CHAPTER I GENERAL SUPPORT	355	160	CON
36	311	CHAPTER I DISTRICT EVALUATION	310	30	CON
37	331	STATE 79-1337 PROGRAM	250	60	CON
38	523	DISTRICT PHYSICAL FITNESS	220	15	CON
39	332	INDIAN EDUCATION EVALUATION	145	25	CON
40	506	ELEM NEEDS ASSESSMENT	480	250	CAR
41	723	STUDY OF USE OF TEST RESULTS	465	250	CAR
42	255	DISTRICT GUIDANCE STUDY	460	240	CAR
43	251	EVAL EDUCATIONAL EQUITY	450	100	CAR
44	724	STUDY OF USE OF TCS	415	100	CAR
45	552	DISTRICT K-12 MATH STUDY	380	60	CAR
46	561	DISTRICT SCIENCE STUDY	360	50	CAR
47	312	CHAPTER I EVAL CCC AT CLINTON	355	80	CAR
48	335	EVAL VOC ASSESSMENT HANDICAPPED	330	100	CAR
49	524	DISTRICT K-12 PE STUDY	330	175	CAR
50	232	EVAL CRIT THINKING SKILLS IRVING	320	40	CAR
51	592	GIFTED EVAL ID MATRIX	315	80	CAR
52	417	STUDY PROGRAMS FOR MILDLY HC	300	250	CAR
53	259	EVAL INSTRUMENTAL ENRICHMENT	275	100	CAR
54	722	TECHNICAL STUDY OF TCS	240	15	CAR
55	803	VERIFICATION SDE SPED GUIDELINES	165	50	CAR